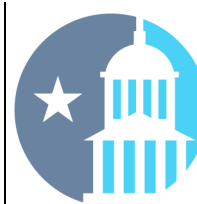


# Arts Integrated Lesson Seed



**ART FORM:**  
Dance



**SUBJECT AREA:**  
Social Studies

Lesson Title:

**Wampanoag Daily Life/Maryland today**

Grade:

2

Contributor, School:

Ella Davani and Susan Sahn, Dufief Elementary School

Time Frame:

One 40-minute session

## State Curriculum Content Standards, Indicators, Objectives

### Dance Content Standard

1.0 Perceiving and Responding. Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.

### Social Studies Content Standard(s)

2.0 Peoples of the Nation and World  
Students will understand how people in Maryland, the United States, and around the world are alike and different.

### Dance Content Indicator

1.3 Respond to dance through observation, experience, and analysis.

### Social Studies Content Indicator(s)

Topic A: Elements of Culture  
2.A.1 Analyze elements of two different cultures and show how each meets its human needs and contributes to the community.

### Dance Content Objective

1.3.b Select specific movements from a pattern and explain their purposes.

### Social Studies Content Objective(s)

2.A.1.a Use fiction and nonfiction to compare the elements of two different cultures and show how they meet their human needs for food, shelter, and other commonalities such as recreation, music, and stories.

### Objective(s) (Connecting the content areas)

Students will select and compare one aspect of the culture of the Wampanoag with that same aspect of today's culture in Maryland and create dance patterns to represent the comparison. After presenting their dance patterns, students in the audience will identify the specific aspect of the culture and the correlating movement.

### Description of Lesson/Activities

Students will have previously studied the culture of the early Native Americans in Maryland, the Wampanoag. Students will review the specific areas of the dance elements of non-locomotor movements, levels, use of space, shapes, and effort and review how these elements are used to create dance. In groups of two or three, students will pick one of the topics mentioned in the Social Studies Content Objective (i.e., food, shelter, recreation, stories, music) and create two short movement patterns that demonstrate the comparison between the previous culture of the Wampanoag and that of Maryland today. They will present their dance patterns to the class.

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**Assessment Strategies**

- After each group presents its patterns, the class members, as the audience, will be asked to individually select one of the movements and explain its purpose.
- Students will verbally share a comparison of the identified element of the two cultures.